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BLOCKS TO LEARNING, PLANS FOR THE FUTURE OF THE DIVISION OF PUPIL PERSONNEL SERVICES.

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THE ROCHESTER CITY SCHOOL DISTRICT, NEW YORK, OFFERED A PROPOSED PLAN FOR THE REORGANIZATION OF THEIR PUPIL PERSONNEL SERVICES. AN APPRAISAL OF THE PRESENT SERVICES SHOWED THAT OVERLAP AND LACK OF COORDINATION WERE AMONG THE MAJOR PROBLEMS ALONG WITH A SHORTAGE OF NECESSARY PERSONNEL. ON AN EXPERIMENTAL BASIS, COUNSELORS OF VARIOUS TRAINING BACKGROUNDS WERE PLACED IN FIVE ELEMENTARY SCHOOLS ON A FULL-TIME BASIS. EVALUATION OF THIS PROGRAM SHOWED THE PRINCIPALS IN THE SCHOOLS FAVORED A FULL-TIME COUNSELOR, (OVER PART-TIME PUPIL PERSONNEL WORKERS) LIKE PSYCHOLOGISTS AND SOCIAL WORKERS. SUPERVISION OF THE COUNSELORS WAS PLANNED TO TAKE PLACE IN GROUP MEETINGS AND THROUGH COWORKER INTERACTION. THE PROPOSED PLAN REORGANIZED THE SERVICES INTO FOUR DEPARTMENTS WITH SPECIALISTS IN CHILD DEVELOPMENT, GUIDANCE, ATTENDANCE AND RECORD KEEPING, AND PSYCHOLOGICAL AND SOCIAL WORK SERVICES. THE DUTIES AND RESPONSIBILITIES OF EACH DEPARTMENT WERE DETAILED. (NS)

ED011677

City School District
Rochester, New York

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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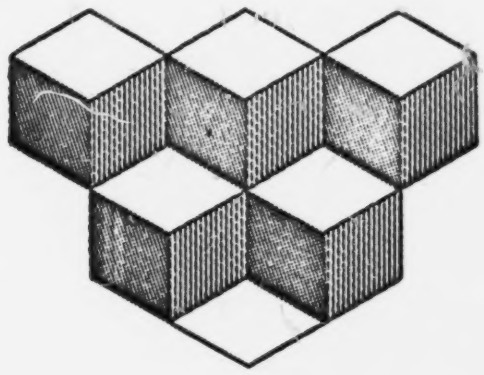
PLANS FOR THE FUTURE

OF THE DIVISION OF

PUPIL PERSONNEL SERVICES

WORKING DOCUMENT

"BLOCKS TO LEARNING"



March, 1966

CG 000 108

FOREWORD

Rochester has a long and illustrious history as a pioneer in the area of Pupil Personnel Services. It was here that the first school social work program, the first School Court, and one of the earliest Divisions of Pupil Personnel Services developed. This proud history is true because over the years we have been successful in assigning to this division, staff with a deep commitment to children and with professional understanding of the best ways in which they can be helped. Our forward progress has occurred also because from time to time we have been willing to take stock of the ways in which we were functioning and consider alternate proposals which might do the job better.

This report does just that. It deals with the reorganization of the Pupil Personnel Services Division of the City School District of Rochester. The report discusses:

1. The present composition of the division.

2. The progress made by the Interprofessional Research Commission on Pupil Personnel Services (IRCOPPS).

3. The present trial plan in which five staff members of the division are assigned full time to elementary schools.

4. The recommendation for dividing the division into the following four departments:

   a. Child Development - Pre-school and Elementary school
   b. Secondary School and Extension Pupil Services
   c. Attendance and Pupil Personnel Records
   d. Pupil Evaluation and Consultation Services

During my eighteen years with the Rochester Public School System I have had an intimate association with the many departments making up Pupil Personnel Services. Initially I was part of that division. More recently, the two superintendents who immediately preceded me asked for surveys on how the Division could more effectively serve the children in our schools.

When Dr. Walter M. Lifton accepted the position of Coordinator of our Division of Pupil Personnel Services, I gave him a series of questions to which I sought answers. They were questions that had been asked by and had perplexed superintendents before me and they represented problems that were not easy to solve but deserved urgent attention. This document, BLOCKS TO LEARNING, represents the fifth revision of proposals that were developed by Dr. Lifton and his staff in an attempt to find the best way to provide service to all the children in the City School District and at the same time to increase the efficiency of the Pupil Personnel Services Division.

It is worth noting, as one goes back over history, that the services that comprised the Pupil Personnel Services Division have had many names and have been grouped in many different ways over the years, starting in 1903 when the initial attempt to help children through a Department of Child Study was made. This document represents long and careful thought on the part of many people. It incorporates the research findings developed by universities and school systems throughout the country. The proposed reorganization represents some of the more innovative approaches now being tried in cities throughout the United States.

While this reorganization recognizes and proposes that staff who work together in the same setting or on the same level of the school system should be grouped together and should meet with their department heads to facilitate team planning, it does not curtail opportunity for selected staff from the four

divisions to meet by professional discipline for ad hoc in-service sessions.

A strong and effective Pupil Personnel Services Division is an important service to the administrative and instructional arms of the school system.

Herman R. Goldberg

Herman R. Goldberg
Superintendent of Schools

INTRODUCTION One of the most popular topics for discussion in our society is the role of education and how effectively schools are meeting their charge from society. Few question the need to teach our boys and girls the basic skills of reading, writing, and arithmetic even when these skills are sometimes referred to by different labels. If the primary mission of the school is to educate, to pass on our cultural heritage, to develop skills, to help boys and girls learn to act as responsible citizens, and to help students plan for the future, why then do we need people whose mission and training is other than to teach? The answer is quite clear. Because many children in our society are unable to profit from schooling until something is done to remove their blocks to learning.

The specific responsibility of the Pupil Personnel Services Division is with these "blocks to learning." There are two kinds:

- Building blocks of experience that are necessary as a foundation for later units
- Blocks that get in the way of learning (e.g., children who are not at school cannot learn, nor can those who lack the ability to pay attention)

WHERE ARE WE NOW? Throughout numerous visits to schools, PTA meetings, and faculty meetings several pressing questions about our Pupil Personnel Services keep being raised:

> Can we find a way of helping the child who disrupts the class, so he and others can learn?
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> How can we motivate children so they can see school as important?

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WHERE ARE WE NOW? Throughout numerous visits to schools, PTA meetings, and faculty meetings several pressing questions about our Pupil Personnel Services keep being raised:

Can we find a way of helping the child who disrupts the class, so he and others can learn?

How can we motivate children so they can see school as important?

What kind of help can we provide schools on days when the itinerant mental health workers are not present in the school? Itinerant workers out of a central office may not be in a school when crises occur.

How will we ever catch up with the growing backlog of cases? People are waiting too long for help they desperately need.

What can we do so that attention is given not only to the most disturbed child, or the one who is most disturbing to others, but also to the normal child who needs temporary help or information, but who by necessity is seen last?

How can we coordinate our efforts so we reinforce each other, avoid duplication of effort and records, and provide a single source through which community agencies can operate to receive information and assistance? Many children and families are seen by a large number of people and agencies so that information can now be found in many different places. Articulation of this information, as well as its retrieval, is difficult. Itinerant workers have difficulty in knowing and meeting other personnel working with a child. Utilization of all the schools' resources occurs only sporadically.

Are the current differences in patterns of supervision necessary to ensure the highest quality of service to children? Following the probationary period, cannot supervisors serve in a consulting role doing spot checks, or is continued review of all personnel required?

What kind of information is useful to retain? How detailed must records be? Current practice demands large blocks of people's time to record their contacts. What kind of information do other agencies expect from the schools? How can we ensure that any records

developed are available in an appropriate form which will make them most useful and which will ensure that the data is not used inappropriately?

The sample questions listed above should suggest that although the Pupil Personnel Services Division has many successes about which it can boast, it has been painfully aware of problems which need solution. It should be noted that these problems have existed for some time and that recent increases in staff have not diminished their intensity.

The Pupil Personnel Services Division now is composed of four departments: PARENT EDUCATION AND CHILD DEVELOPMENT, GUIDANCE, ATTENDANCE and MENTAL HEALTH CLINICAL SERVICES. Following is a report of our current manpower as contrasted with some of the recommended ratios from the State Department of Education, Albany, and professional organizations.

Within these departments are representatives of several disciplines; for example, Parent Education and Child Development includes nursery school teachers, mental health workers, and parent group leaders.

Similarly Mental Health Clinical Services includes: psychologists, social workers, and psychiatrists.

The other two departments also have representatives from different disciplines.

How do we compare now with recommended standards for service?

Job	Recommended Ratio	Rochester (1965-66)
Attendance Teachers	1:2500*	1:4679
Elementary School Counselors	1:600**	1:673 (5 schools)
Guidance Counselors	1:300*** (Gr. 7-12)	1:371 (H.S.)
Nurses	1:1000	1:1591 (Supplied by Monroe County Health Dept.)
Physicians	1:3200	1:2520 (Supplied by Monroe County Health Dept.)
Psychologists	1:1500****	1:2003
Social Workers	1:2500	1:2200

The problems we are trying to solve are not unique to Rochester. Note the following quotation:

> Recognizing the need for greater cooperation and coordination within pupil services, personnel of the U. S. Office of Education and the National Institute of Mental Health set the machinery in motion to bring together professional leaders to plan a program of research and demonstration in this area. In 1961 representatives of twelve professional organizations formed the Interprofessional Research Commission on Pupil Personnel Services (IRCOPPS). The Commission drafted a proposal in support of a five-year program of research and demonstration and this was funded in 1962 by the National Institute of Mental Health.

***Good Guidance - And Enough of It. Memo from Commissioner of Education, December 2, 1957, New York State Education Department.

**Position paper of the ASCA-ACES Committee, 1964.

****How Many School Psychologists Does A School System Need? Bureau of Psychological Services, New York State Education Department, April, 1959.

*Letter from Henry R. Kunze, Associate in School Attendance, State Education Department, New York, February 18, 1966.

Since that time the Commission has been joined by other groups interested in the improvement of pupil personnel services and has the following member organizations:

American Academy of Pediatrics
American Association of School Administrators
American Medical Association
American Nurses Association
American Personnel and Guidance Association
American Psychiatric Association
American Psychological Association
American Speech and Hearing Association
Association for Supervision and Curriculum Development
Council for Exceptional Children
Department of Elementary School Principals
International Association of Pupil Personnel Workers
National Association of Secondary School Principals
National Association of Social Workers
National Education Association

Purposes of the Commission

This body has three avowed purposes:

1. To provide through research a body of knowledge that will increase the effectiveness of all professions and services collaborating to provide the total learning experience.

2. To demonstrate efficient programs of pupil personnel services for various sizes and types of communities.

3. To carry on and stimulate research on preventive mental hygiene related to schools.

"Other purposes are to study ways of: identifying needs for pupil services, describing and evaluating existing programs, determining the relative effectiveness of programs of primary and secondary prevention of learning difficulties, and demonstrating ways of improving the relationship between pupil services and the instructional program."*

Since the inception of the Commission four major universities and many school systems have tried out alternate plans for providing pupil personnel services.

In the early sessions of IRCOPPS they clearly recognized that any reorganization of pupil personnel services had to be based upon a mutually agreed upon philosophy. The following series of statements made by that national body clearly reflects the major issues that need to be faced here in Rochester:

> Prevention of mental, emotional, and physical disorders is the . . . . . major research and work effort task.
>
> There is need 'to eliminate unnecessary overlap, duplication of effort, and possible working at cross purposes . . . .'.
>
> Because supportive services in schools have been adopted from other agencies, there is 'an urgent need to adapt functions and professional images to the primary objectives of the school.'
>
> Even though there are 'unique areas of specialization' in pupil personnel services, there is also much that is common among them, thus 'the problems of coordination and cooperative planning . . . . . have become the more difficult, and there are complications in interpreting . . . . . professional roles.'

*Interprofessional Research Commission on Pupil Personnel Services brochure.

> Few schools have 'a pupil personnel program that functions as an integrated unit; more often there is an accumulation of specialized services not working in concert.'*

This report is interesting because it describes a research design that closely parallels an experiment conducted here in Rochester designed to see if the needs of the public school required the present team approach, if a full-time person could spend time in preventive activities, and if the type of person needed had to come from any specific discipline in the behavioral sciences.

The local study involved five elementary schools: No. 3, No. 7, No. 14, No. 36, and No. 43. In place of the traditional team of part-time psychologist and part-time social workers, in each of these schools the principal was given an opportunity to select a full-time person, whom we called an "Elementary School Counselor," from among a group of fifteen members of staff who volunteered for this pilot study. The five people, selected on the basis of compatible personality traits with the principal, turned out to be three certified psychologists, a social worker, and a trained elementary school counselor. All were asked to work with the principal, teachers, and children in developing a pattern of service which reflected the needs of their school, their areas of competence, and an exploration of school services of a preventive nature which could be developed.

After several months on the job, receiving weekly supervision and consultation from all the administrative staff of Pupil Personnel Services, these counselors wrote reports of their activities, goals, and ways of working. Invariably when these reports have been shared with professional personnel from other communities they have been unable to decide which discipline each of these counselors represent. The basic job needing to be done was one all had the capacity to approach with the help of occasional outside consultation.

*Annual Report, July 1964 - June 1965. University of Maryland Research and Demonstration Center of the Interprofessional Research Commission on Pupil Personnel Services.

Evaluations have been conducted of the effectiveness of these workers in their new roles.

Following are quotations from a few of the principals involved:

"This year we have available the services of a full time counselor who is a psychologist by discipline. This is in contrast to the part time services of both a psychologist and school social worker available in previous years. When comparing these two ways of working, I strongly favor the full time counselor arrangement.

I find the following reasons most significant in arriving at this choice:

1. The counselor is available now, today, whenever and however he is needed. Because of this full time status he becomes an integral member of the staff. He is able to build stronger relationships with classroom teachers. He is in a better position to gain an understanding of the total school community (pupils, parents, teachers) as an interacting social unit.

2. The counselor is able to devote more time to the preventive aspects of mental health services. He is able to counsel, individually and in small groups, with pupils, teachers, and parents. Potential problems can be identified, and preventive measures suggested. He is better able to work with teachers in planning curricular programs and techniques that help prevent social and emotional problems.

3. The full time counselor is able to establish a continuing relationship with many pupils. He is able to help pupils begin to understand themselves, their world, and their place in that world. This year we will be able to do more than ever before in helping our pupils begin to think about their place in the world of work.

4. The counselor joins the supervising teacher and principal to form a more complete leadership team that works together daily to coordinate the many aspects of the total school program. Each member contributes his particular abilities, and the combined strength of the team is constantly available to teachers, pupils and parents.

5. School social worker services are still available on an 'on call basis.' We have found this to be an acceptable arrangement.

"I am sure there are other factors that I have not mentioned. My purpose has been to list what I feel are the most important outcomes of this experiment to date. I am obviously enthusiastic about the project and see it as a definite help in meeting the needs of our pupils. I am wholeheartedly in favor of continuing and expanding this project."

****

"The following points are those which I have found to be most characteristic of the evolving role of the Elementary School Counselor:

1. Because the Elementary Counselor has been assigned to our school on a full time basis, total integration into the life and program of the school has been made possible. The Elementary Counselor is now able to devote full time, energy, interest, and creativity to our total program. This now means that the Counselor's resources start and stop with the actual time schedule of the school. There are no delays, no postponements with cases. Schedules can achieve utmost flexibility. If a teacher wishes to have a case conference, it can be had almost immediately. If I need to discuss a pertinent matter with our Counselor, there are no delays. This point, perhaps the most obvious, is also, in my opinion, the chief strength and value in having a full time counselor.

2. Early in the school year it became apparent that we had several children (about 10) concentrated in our upper grades who were serious classroom problems. Because these children were immediately affecting the well-being of their respective classes, several crisis situations were faced in rapid succession. These cases were clearly in need of urgent help and decisions had to be made that would bring some measure of relief to the classroom as well as some help to the troubled children themselves. With the Counselor's constant help we were able to pursue several avenues simultaneously. Among these the following were most beneficial: decisions to suspend temporarily; decisions to refer to the Central Office; conferences with parents; the formation of a counseling group for some of these children; special activities for some designed to improve their self image, etc., such as tutoring in primary grades; conferences with teachers; and contacts with several agencies in the community. The rapidity with which the above items were carried out helped ease the situation. The Counselor's role was a major factor in making these short range successes possible.
3. The Counselor has preserved and will continue to maintain her role as a trusted friend of children and as our mental health consultant to the staff. She does not discipline children.
4. The preventive aspects of the Counselor's role have been most encouraging. Thus far this year the Counselor has been instrumental in the following (film discussion) projects and activities designed to help educate Staff, children, and school community:

    1. "Marked for Failure"
    2. "Incident on Wilson Street"
    3. "Portrait of a Disadvantaged Child"
    4. "The Toy Makers"
    5. "The Quiet One" (January 10, 1966)
    6. "The Eye of the Beholder" (February 8, 1966)

She has led valuable post-viewing discussions.

Our Counselor has organized grade level discussion groups to explore the many ramifications on the age-old and sometimes thorny question of discipline in the classroom. The Primary Level Staff Group has been meeting regularly since last October. I consider service in this area of pupil personnel services to be crucial in our particular school.

She has worked closely with one fifth grade class providing orientation and guidance to the world of work.

She has introduced the SRA Work Kit to the entire staff pursuing this activity with interested teachers.

She has contacted outlets that can provide us with pictures and materials that are needed to supplement existing educational materials.

She is serving on two important school-wide committees - Public Relations and Instructional Meetings.

She is in the process of working out an articulation program with Madison High School. She was instrumental in enlisting the assistance of a counselor from Madison High School who is presently meeting in our building with a group of sixth grade boys who have been identified as children who might have considerable difficulty in adjusting to a high school setting. Our Counselor is working with sixth grade girls having similar needs.

She meets weekly with our school team consisting of: School Nurse, Attendance Teacher, Principal, and Counselor.

She is becoming identified with our immediate school community through visitations and exchanges with: Action for a Better Community, The Lighted School House, The Neighborhood Service Center, and Montgomery Neighborhood Center.

"The above activities suggest the scope of our Counselor's involvement in our school at the present time. They also suggest potentialities that exist for future work in this area. I feel better satisfied, professionally, to have programs and activities such as those described herein because they can provide the kinds of leadership and service that will meet our actual school needs more realistically. Our Counselor's sphere of influence is more encompassing than that provided by our traditional model of mental health workers."

****

"Until we were fortunate enough to have a full-time person on our staff, our leadership for planning a good mental health program depended upon a psychologist and social worker who were with us one day per week. These people were only able to help those children who were already having serious difficulties and those teachers who were available for conferences on that day. Under this system we could never have reached the 58 children who have had direct contact with the counselor as well as the 150 children who profited from her leadership during the past six months."

****

When measured by the satisfaction stated by principals, teachers, professional workers, or children, this approach seems to have universally good acceptance. When the criterion of number of children served is used, or the initiation of preventive action, the study again suggests the approach is worthy of continuation.

Locally the University of Rochester in cooperation with the City School District has been conducting research on ways to detect and prevent mental illness in primary school children. Their early findings suggest that

> . . . . we can spot children early who will have emotional problems. If left untreated, they tend to:
>
> be truants
> have more than normal sickness
> be underachievers
> misbehave in class
>
> This study also suggests new and different ways to help children.*

STAFF SHORTAGES A MAJOR PROBLEM Despite the research evidence cited covering new ways of deploying staff, the question might be asked, "Why not seek funds under the Federal programs so each school could have a full-time team?" What would this involve?

Currently there are 26 full-time equivalent people serving 43 elementary schools. Full-time teams in each school would require 86 people. Currently there are 6 psychologists in 9 high schools and no social workers in the high schools. Can we fill the gap? What do the authorities predict on availability of personnel?**

> Council of Social Work Education: "10,000 vacancies in social work unfilled in 1963. 15,000 will be needed to be trained for each year in the rest of the decade."
>
> Council of Social Agencies reports that there are 50 vacancies in Rochester right now.

*Cowen, Emory L., et al., "A Preventive Mental Health Program in the School Setting: Description and Evaluation." The Journal of Psychology, 1963, p. 338, 56, 307-356.

**Albee, George W., and Marquerite Dickey, "Manpower Trends in Three Mental Health Professions." Western Reserve University, The American Psychologist, Vol. 12, No. 2 February, 1957, pp. 57-70.

> Office of Education: "25,000 full-time counselors (7-12) needed by 1967, an 85% increase over the present number." This does not include counselors now authorized under NDEA for K-6.

The above figures were cited before The Economic Opportunity Act, The Elementary and Secondary Education Act, the growth in the Department of Labor Youth Opportunity Centers - just a few areas seeking behavioral scientists.

WHAT IS BEING PROPOSED? — RATIONALE

In planning any reorganization of existing services several objectives guided the thinking of staff:

1. Staff who work together in the same setting ought to be grouped together to facilitate team planning and to avoid overlap.

2. Planning for future service and growth ought to permit the greatest flexibility in the use of staff. This concept is based on three ideas:

   a. Staff with the same professional label differ in their areas of skill and areas of interest.

   b. During a time of shortages in availability of professional personnel, rigid definitions of who can perform a specific function inevitably lead to lack of service.

   c. The changing nature of the school in our society is creating new demands which do not readily fit existing job specifications.

3. With the tremendous growth in preschool services it is imperative that the wealth of information gathered about these children be made easily available to people who will work with them in the elementary school.

4. Consolidation of pupil records, as well as safeguards over their use, is imperative. Through this goal duplication of records will be reduced, out-

side agencies will have but one source to contact for information, and a professional worker serving as keeper of the gate can ensure that all those seeking information get an immediate verbal response best designed to protect the child while couching the desired information in terms most usable to the caller. Written reports can then follow as needed.

5. The professional caliber of staff will be maintained with a minimum of a master's degree in an appropriate area being required. Any extension of service utilizing volunteers, mental health aides, or other ancillary personnel is to be under the supervision of the PPS professional worker assigned to the school.

6. Professional and administrative supervision should not be diminished in quality but present practices cry out for change. Since this is an area of great concern, it bears further discussion. The problem is best portrayed by the following quotation from the January 1966 issue of Mental Hygiene:

> "Our opinions about supervision are mixed, however, when we consider its purpose and function beyond the beginning years of practice, we are reluctant to say that workers can function independently, yet we chafe under the never ending quality of supervision. We regard the long continuance of the worker-supervisor relationship as potentially detrimental to the professional maturity of the worker. We are concerned over the costliness of supervision. In all these discussions our aim is to gain some clarity about values derived from supervision which we want to retain."*

This article also contains the alternative which appears to make the best sense. It assumes that different professionals recognizing the competence of their colleagues can in a group setting provide support and objective supervision to each other.

*Fizdale, R., Social Casework, 39:443 (October), 1958.

"The 'superiority' of the group in problem-solving must then be in part a tribute to the fact that individual 'experiences' do not have an opportunity to express themselves and to the fact that errors are more frequently eliminated. In contrast to an individual, a group has no habitual way of solving a problem and is not, accordingly, blind to new suggestions and solutions."**

****

"Its members work through a combined and integrated diagnosis; flexible, dynamic planning: proper timing and sequence of treatment; and balance in action. It is an organismic group distinct in its parts, yet acting as a unit, i.e., no important action is taken by members of one profession without the consent of the group."***

In operation then, how might this be applied? Suppose ten neighboring elementary schools, each with one worker, had their staff member meet once a week with his nearby colleagues. Further suppose that these workers were assigned based upon their original area of training so that the group had representatives from psychology, social work, and guidance. At each weekly session the group would be led by a supervisor of elementary programs, and have available as consultants the department heads whose training represents the areas of child development, guidance, attendance, psychology, and social work. In place of the current supervisor from one discipline we would now have available colleagues in the same and other areas plus highly competent specialists who could be called in as needed. It is important to note that beyond the expertise represented by department heads, the proposed new department for screening and evaluation includes on its staff top clinicians and consulting psychiatrists who are also available on call. For the day to day administrative details, the local principal in cooperation with the department head would be responsible.

The chart included at the end of this report details the assignment of personnel and indicates proposed additions to staff. It is based upon the assumption that with a few exceptions growth in staff will come from funds available under several Federal Acts.

**Bonner, H., Group Dynamics: Principles and Applications. New York: Ronald Press, 1959. p. 203.
***Whitehouse, F., Team Work Philosophy and Principles. Paper given at meeting of the American Association of Medical Social Workers, Pittsburgh, Pa., June 21, 1955.

WHAT IS THE PLAN?

The proposed reorganization of the Division of Pupil Personnel Services will involve four departments, the same number that now exists. Each of the new departments is organized on a functional basis and includes the pupil personnel staff members who need to work together to help children. The departments will include: a Department of Child Development - Preschool and Elementary; a Department for Secondary and Extension Pupil Services; a Department for Attendance and Pupil Personnel Records; and a Department for Pupil Evaluation and Consultation Services. Each of these departments will be headed by a person who has specialized in an area of pupil personnel services. We will, therefore, have specialists in child development, guidance, attendance, and psychological and social work services.

The Department of Child Development - Preschool and Elementary. This department is basically composed of preschool programs and the pupil personnel services to be provided the forty-three elementary schools in the city Also included is supervision of parent groups and volunteer services Through this grouping there will be increased articulation between the four major programs we now have at the preschool level with the public and parochial elementary schools. At the elementary level our objective will be to obtain at least one professional worker on a full-time basis in each of the public elementary schools in the City of Rochester. The assignment of at least one person to each elementary school symbolizes our responsibility to all children. Additional personnel may be needed in some schools which are larger or have more youngsters needing help. Several ways of strengthening these staffs are available. Alternatives include assignment of additional professional staff, use of graduate students in field work placements, use of ancillary mental health aides as demonstrated in the University of Rochester Primary Mental Health Project, use of volunteers, and use of personnel available under programs sponsored by the local Community

Action Programs (OEO). Professional supervision will also be provided to advising teachers who currently carry a large pupil personnel function.

The Department of Secondary and Extension Pupil Personnel Services. The proposal calls for the availability in each of the nine high schools of guidance counselors, attendance teachers, psychologists, and social workers. It should be noted that pupil personnel workers assigned to assist students are found in a variety of educational settings. In addition to the nine high schools, counselors can be found at East Evening High School, the vocational education and technical centers, the MDTA programs, and in the basic literacy program. The head of this department will be responsible for providing supervision to all of these individuals in their professional activities and will have as one of his major functions helping the group develop procedures to facilitate communication among the many people concerned with helping secondary school youngsters, and also with helping each school develop the pattern of service which best reflects their local need. We propose to have at least one psychologist in each high school and to add social workers at this level. It is clear that normal maturational problems of adolescents will cause the highest incidence of youngsters causing concern to teachers to occur at the junior high and high school levels. Here is where the need for emergency treatment to prevent dropouts and deliquent behavior is highest.

This department is also responsible for supervising Work-Experience programs.

The Department of Attendance and Pupil Personnel Records. The many duties of the Attendance Department which include School Court, work permits, and tuition investigations will be maintained. Since this is the only department which is responsible for parochial as well as public schools, the staff is assigned on a regional basis but will function as members of the teams of each

of the schools for which they are responsible. This department has traditionally also been responsible for maintenance of a series of pupil personnel records, including census and dropout registers. They now will be charged as the agency responsible for pupil personnel records for all departments and will serve as the central index for this kind of information in the school system. As noted earlier, the records section will be the responsibility of a professional worker.

The Department of Pupil Evaluation and Consultation Services. By law the school system is charged with the psychological evaluation of certain categories of youngsters in order to determine their suitability for placement in special education programs. Although the bulk of this screening will take place at the elementary and secondary levels, coordination of reports and consultants' help will be available through this department. They will also serve as the administrative agency responsible for assisting personnel in the schools in their screening responsibilities for other non-mandated classes, including such programs as the Major Achievement Program for the Intellectually Gifted (MAP), Remedial Reading, etc.

It is recognized that there will be cases beyond the competence of the individuals operating at the school level and where additional consultative help from psychiatrists, psychologists, and social workers may be needed. Staff will be available through this department to provide such consultative assistance when problems of differential diagnosis or proposals for treatment suggest the need for specialized help. This department will also be responsible for carrying those cases requiring short term assistance to facilitate their accepting a referral to a community agency. This department will continue to provide help for youngsters who need to be given assistance outside of the framework of their individual school (e. g., out-of-wedlock mothers, etc.).

In addition to each of the programs described, special projects will be assigned to each department on the basis of its peculiar competence to provide supervision for those programs.

One other fact bears stating. This proposed reorganization includes need for a large number of psychologists and social workers in the more traditional roles, in the Secondary and Extension Pupil Services, and the Pupil Evaluation and Consultation Services Departments, almost equal to the current number of staff members in Mental Health Clinical Services. This suggests that those staff members most comfortable with current roles can be accommodated and that recruiting can be for people challenged by the excitement of new horizons and a chance to broaden the range of their daily duties. This reorganization in no way jeopardizes the job security, status, or professional expectations from people now in the Division of Pupil Personnel Services.

In the past each profession has met to consider problems of mutual concern. Psychologists, for example, have developed plans to train colleagues in the use of the Illinois Test of Psycho-Linguistic Abilities. Others have explored the feasibility of using new instruments or shortened forms of existing tests for screening purposes. Social Workers have been exploring different ways of recording case material. Elementary School Counselors have tried out new films designed to develop in youngsters a more realistic picture of their role in society.

The proposed plans for supervision and administration in no way preclude meetings of a specific discipline to share mutual concerns, to review new materials or to develop specific skills.

CONCLUSION No institution in society is an island unto itself. We would acknowledge with gratitude the keen interest shown by the community in the proposed reorganization and their desire to assist in the success of this

division. Every idea can best be evaluated by its results. It is our expectation that the increases in staff and changes in assignments will result in more youngsters staying in school and developing a sense of personal worth through academic achievement. If this goal is attained, pressures on the many community agencies now occupied with helping the youngster on suspension, who has dropped out, or whose behavior troubles society, may be reduced.

Walter M. Lifton, Coordinator
Pupil Personnel Services
City School District
Rochester, New York

March, 1966

SUPERINT

COORDINATOR OF PUPIL

HEAD I P. P. S.

CHILD DEVELOPMENT – PRE-SCHOOL, ELEMENTARY

PRE-SCHOOL

W. E. T. C. ($420,617) (E. O. A.)

- PROJECT DIRECTOR
- ASST. PROJECT DIRECTOR
- SUPERVISOR DIRECTOR TRAINER
- DIRECTOR TRAINER (2)
- MENTAL HEALTH WORKER
- SUPERVISOR NURSERY SCHOOL
- NURSERY SCHOOL TEACHER (3)
- SECRETARY (SR. ACCT. CLERK)
- CLERK-TYPIST
- NURSERY SCHOOL AIDES (33)

TOTAL 10 + 33 = 35

FAMILY CHILDREN CENTER ($188,799) (E. O. A.)

- SUPERVISOR
- MENTAL HEALTH WORKER
- NURSERY SCHOOL TEACHERS (3)
- INFANT AND TODDLERS TEACHER
- NURSERY SCHOOL AIDES (12)
- CLERK-TYPIST (3)

TOTAL 6+15=21

FAMILY NURSERY SCHOOL ($134,829.97) (TITLE I – E. S. E. A.)

- CONSULTANT
- NURSERY SCHOOL + PARENT SUPERVISORS (½ TIME)
- 10 NEEDED NURSERY TEACHERS
- 10 NEEDED NURSERY SCHOOL AIDES
- 1 SCHOOL SOCIAL WORKER (½ TIME)
- 10 YOUTHS UNDER E.O.A. TITLE I B
- 1 CLERK-TYPIST (½ TIME)

TOTAL =35

GUIDED OBSERVATION (CITY SCHOOL BUDGET)

- 1 SUPERVISOR
- 20 PARENTS } 32 SCHOOLS
- 22 TEACHERS

TOTAL =42

ELEMENTARY SCHOOLS (43)

PSYCHOLOGIST – SOCIAL – WORKERS – GUIDANCE COUNSELORS

- 26 PRESENT (PSYCHOLOGIST, SOCIAL WORKER, EL. GUIDANCE COUNSELORS
- 3 TITLE I ELEMENTARY COUNSELORS
- 1 N. D. E. A. ELEMENTARY COUNSELOR
- 13 NEEDED (PSYCHOLOGIST, SOCIAL WORKER, GUIDANCE COUNSELOR)
  1 TO EACH SCHOOL

TOTAL =43

ADVISING TEACHERS

- 6 PRESENT
- 6 NEEDED

TOTAL =12

PARENT EDUCATION

PARENT GROUPS

- 20 PARENT GROUP LEADERS
  (NOTE: GUIDED OBSERVATION)

VOLUNTEER SERVICES

HEAD I P. P. S.

SECONDARY AND EXTENSION PUPIL SERVICES

SECONDARY EDUCATION (9 SCHOOLS)

CITY SCHOOL BUDGET, N. D. E. A., TITLE I

PSYCHOLOGISTS

- 6 PRESENT PSYCHOLOGISTS
- 3 NEEDED PSYCHOLOGISTS

TOTAL =9

GUIDANCE COUNSELORS

- 41 PRESENT COUNSELORS (DAY HIGH SCHOOL)
- 4 NEEDED COUNSELORS
- 9 GUIDANCE SECRETARIES
- 1 COUNSELOR – HIGH SCHOOL ANNEX (WHITNEY STREET)
- 2 COUNSELORS – EAST EVENING HIGH SCHOOL

TOTAL =57

SOCIAL WORKERS – COMMUNITY WORKERS / COMMUNITY AIDES

- 9 NEEDED SOCIAL WORKERS

TOTAL =9

EXTENSION PUPIL SERVICES

MANPOWER (M.D.T.A.)

VOCATIONAL COUNSELING

- 6 COUNSELORS
- 1 COUNSELOR (BASIC LITERACY PROGRAM)

TOTAL =7

WORK EXPERIENCE

COOPERATIVE TRAINING for

- VOCATIONAL EDUCATION
- SPECIAL EDUCATION (S.W. + O. E.)
  - 1 CONSULTANT
  - 2 SPECIALISTS

TOTAL =3

SPECIAL PRO

MENTAL HEALTH PRIMARY PROJECT, PROJECT BEACON,

NTENDENT

PIL PERSONNEL SERVICES

HEAD I P. P. S.

ATTENDANCE AND PUPIL PERSONNEL RECORDS

ATTENDANCE

CITY SCHOOL BUDGET, TITLE I

ATTENDANCE TEACHERS

1 SUPERVISOR (CONSULTANT)
14 ATTENDANCE TEACHERS
3 NEEDED ATT. TEACHERS (AS OF 2/1) – TITLE I FUNDING

TOTAL = 18

SCHOOL COURT

1 SENIOR STENOGRAPHER
2 TYPIST FOR FAMILY COURT

TOTAL = 3

WORK PERMITS

1 SENIOR TYPIST

TOTAL = 1

TUITION INVESTIGATIONS

1 SENIOR STENOGRAPHER

TOTAL = 1

RECORDS

P.P.S. FILES (CENTRAL INDEX)

1 CLERK – ELEMENTARY TRANSFERS
1 PSYCHOLOGIST OR SOCIAL WORKER

TOTAL = 2

MICROFILM

2 CLERKS

TOTAL = 2

CENSUS

1 TYPIST

TOTAL = 1

DROP-OUT REGISTER

1 STENOGRAPHER (EXEMPTIONS)
2 TYPISTS (TRANSFERS – NEW REGISTRATIONS)

TOTAL = 3

HEAD I P. P. S.

PUPIL EVALUATION AND CONSULTATION SERVICES

SCREENING – EVALUATION for

(CITY SCHOOL BUDGET)

SPECIAL EDUCATION – MANDATED

E. M. R. – O. E.
T. M. R.
PHYSICALLY HANDICAPPED
HEARING
VISION
ORTHOPEDIC
CEREBRAL PALSIED
NEUROLOGICALLY IMPAIRED
HOME AND HOSPITALIZED
EMOTIONALLY DISTURBED

1 CHIEF CONSULTANT
10 STENOGRAPHERS (1 AT SCHOOL 44)

TOTAL = 11

SPECIAL EDUCATION – NON-MANDATED

UNGRADED CLASSES – S. W.
M. A. P. PROGRAM
REMEDIAL READING
OUT OF SCHOOL TRANSFERS

1 PSYCHOLOGIST ($\frac{1}{2}$ DAY)
1 SOCIAL WORKER (3 DAYS)

TOTAL = 2

OTHERS

CONSULTATION

PSYCHIATRIST

3 CONSULTING PSYCHIATRISTS (ON CALL)

TOTAL = 3

PSYCHOLOGISTS

2 PSYCHOLOGISTS

TOTAL = 2

SOCIAL WORKERS

1 SOCIAL WORKER

TOTAL = 1

THE PURPOSE OF THIS CONSULTATION IS FOR DIFFERENTIAL DIAGNOSIS AND CASE WORK PRIOR TO REFERRAL OR EXCLUSION

PROJECTS